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Draft Alternatives, Brief...

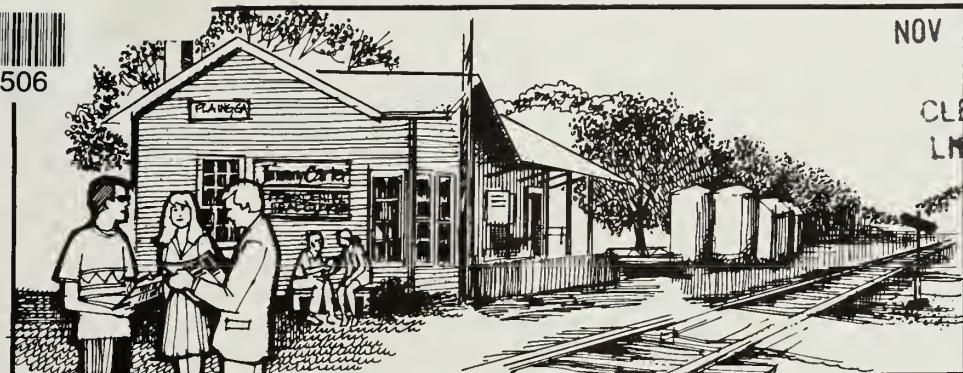
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DRAFT ALTERNATIVES

BRIEFING BOOKLET FOR PUBLIC INVOLVEMENT

October 1991



Plains, Georgia



Printed on Recycled Paper

**A VISION FOR
JIMMY CARTER NATIONAL HISTORIC SITE
AND PRESERVATION DISTRICT**

The rise of James Earl Carter, Jr., to the office of president of the United States exemplifies an American ideal: through hard work and adherence to principles, the presidency of this nation is open to all. President and Mrs. Carter live their lives, including the years in the White House and their return to Plains, according to a philosophy of stewardship, compassion, integrity, and courage; this philosophy has its basis in the roots of the culture in which the Carters grew up. The impacts of this philosophy are still being felt, not only across the United States, but around the world as well.

President and Mrs. Carter were born and raised in the little town of Plains in southwestern Georgia. Except for time in the Navy, the Georgia governor's mansion, and the White House, they have continued to make their home in Plains. A small agricultural community of fewer than 700 people, the environs of Plains remain to this day much as they were during President and Mrs. Carter's formative years. It is a town where family, school, and church strongly influence the daily lives of its citizens.

Both President and Mrs. Carter came from strict, hardworking, loving families. They were educated by caring disciplinarians, and they have always been active participants in their church. The teachings of the church influence their lives greatly, and the Carters apply these teachings in their daily interactions with the local community, the nation, and the world.

In many ways, Plains, Georgia, epitomizes a small rural southern town. For many Americans, a stroll down the main street, a drive through its residential areas or surrounding rural countryside, a step into one of its church sanctuaries, or a seat in the school auditorium brings back memories of childhood. This typical American community produced a president and first lady whose presidency is perhaps only now beginning to be fully understood.

Preservation and interpretation of the historic resources and their surrounding environs, specified in the legislation, are important for providing visitors sensory images of the lives and growth of Jimmy and Rosalynn Carter. More intangible but nonetheless critical are the relationships of the people of Plains to the Carters' stories. Here are the dynamic elements that molded the Carters' personalities and enabled them to reach for their goals.

Bringing this vision to life is the challenge to all of us as we plan the future of the Jimmy Carter National Historic Site and Preservation District.

PURPOSE, SIGNIFICANCE, AND VISITOR EXPERIENCE

PURPOSES OF THE PARK

The legislated purposes of the park are to

- provide a clear, informative, and enjoyable visitor experience
- interpret the relationship of President Jimmy Carter's life and presidency to Plains, Georgia
- preserve the resources associated with that story
- present the history of Plains as a small rural southwestern Georgia town
- interpret the influence of the rural South on Jimmy Carter during his formative years

SIGNIFICANCE OF THE RESOURCES OF THE PARK

The resources of the park (cultural, natural, recreational, and human) are significant because they illustrate and interpret the following:

- A relationship to the 39th president of the United States.
- Plains as a central element in the Carters' lives and careers.
- The impact Mr. Carter's presidency had on the town of Plains and its residents during his years in the White House.
- Jimmy Carter as a manifestation of the "American dream" and the attainment of the presidency – from "Jimmy who?" to President James Earl Carter, Jr.
- The story of life in the rural south and the life of the first president from the "Deep South" since the Reconstruction.
- The progressive school and medical facilities in Plains and their contribution to Plains' development as both a typical and atypical rural southern town.
- The post-presidency lives of President and Mrs. Carter and their effect on Plains, the nation, and the world.
- Contradictions and complexities of American life in the 1960s and 1970s.

VISITOR EXPERIENCE AND INTERPRETATION

Visitor Experience Goals

The Park Service will provide the opportunity for visitors to

understand and/or appreciate the complexity and interrelationships of the stories of the Carters and Plains

appreciate the Carters – their struggles, discipline, leadership, genuineness, integrity, faith, commitment, honesty, and ability to handle adversity and success

feel inspired by the story and feel motivated to contribute to society in their own ways

be curious to find out more about the lives and careers of the Carters

appreciate the excitement, frenzy, and complexity of the 1976 campaign and its effect on a small town

understand both similarities and differences between the Carters' story and their own, connect that story with real, remembered (or studied) events (regional, national, global), and consider and understand the relevance of these stories to today's and tomorrow's world

sense the accurate historic appearances of most sites and the town and trust the accuracy of controversial and/or complicated stories – such as those dealing with human rights and politics

enjoy themselves, feel enriched, and/or feel better about themselves

feel encouraged to make their own judgments of controversial and/or complicated events

- find interesting, enjoyable, and memorable stories and activities, including visitors who are children, elderly, minorities, disabled, or from foreign countries

experience life in a typical small southern town and its preserved historic environment

feel the presence of the Carters while in the four restored historic structures, and learn about the events in those structures that shaped the Carters' lives

INTERPRETIVE THEMES

These themes are presented in a chronological as opposed to a priority order.

Jimmy Carter developed personal characteristics that enabled him to strive for and achieve the highest elective office in the country. Jimmy and Rosalynn are products of their environment and are unique and remarkable individuals. They have shown extraordinary abilities to set and achieve goals, comprehend complex issues, deal with success, failure, and tragedy, succeed in business and politics, provide leadership, maintain a strong sense of compassion and stewardship, and commit themselves to their family, church, community, and country.

The lives of Jimmy and Rosalynn Carter are preserved and reflected by the physical and cultural environment of Plains, Georgia. Primary influences on the Carters were family, church, and school. Jimmy grew up on a farm, where most of his playmates and neighbors were black and where he developed a life-long appreciation of and commitment to the outdoors. He greatly respected his parents: his father, strict with his children, but fun-loving, a good athlete, public servant and state legislator, and his mother, a registered nurse, independent, capable, with a noted sense of humor. Jimmy and Rosalynn's schooling stressed the classics, competition, and the arts as well as the sciences – primarily fashioned by teacher and principal Julia Coleman. Although Plains was strictly segregated during the Carters' childhoods, they later developed a strong conviction for racial and social equality.

Plains was a typical – and an atypical – town in southwestern Georgia. Plains was founded in 1885 by people for whom the Civil War and slavery were recent memories. The 1885 town of Plains incorporated earlier communities, including the Plains of Dura, which was established in the 1830s and was just north of the new townsite on lands taken from the Creek Indians. The Carters were a prominent – but not dominant – family in Plains. During the Carters' childhoods, Plains was a railroad town, largely dependent on agriculture. Plains was conservative and segregated, and social life revolved around the eight churches, the school, and a lively downtown on Saturdays. Yet Plains was exemplary for its modern medical facility (Wise Sanitorium), public school (one of four model schools in the state), and later for its involvement in regional planning. The town's present appearance has changed little since the Carters' childhoods.

After a successful career in the Navy, Jimmy Carter returned to Plains and committed himself to business and politics. Several of his family had been politically active. His political career began locally with involvement in the school board, planning commissions, and business and agriculture groups. At the same time he and Rosalynn built his father's peanut business into a profitable operation. Jimmy served in the state Senate, lost a close primary for governor, and won the governor's office in 1970. He made notable achievements in civil rights, governmental reorganization and budgeting, conservation, education, and assistance to the underprivileged.

The Carters ran the 1976 campaign as they had their earlier political efforts. Their victory exemplified the American dream of a man from humble beginnings becoming president. Jimmy Carter's family (especially his wife, Rosalynn, who overcame fear of

public speaking) helped considerably in his campaigns for state senator, governor, and president, which stressed personal contacts with all constituencies. Successful campaigns in 1970 (governor) and 1976 (president) both started as grass roots efforts and were conducted with indefatigable energy. Dedicated local volunteers (the Peanut Brigade) helped bring the message of this largely unknown candidate to the attention of the country. The railroad depot and the town of Plains figured strongly in the media coverage of the campaign as well as in Jimmy's subsequent presidency.

In 1976 Jimmy Carter was elected 39th president of the United States. His achievements included the negotiation of the Panama Canal Treaty, the Camp David Accords, the peace treaty between Israel and Egypt, deregulation, energy legislation, the creation of the Departments of Education and Energy, the Alaska Lands Act, and the negotiation of the SALT II Treaty. The Iran hostage crisis and economic difficulties were also things that President Carter had to deal with during his term. His presidency demonstrated his compassion for minorities and the poor. Rosalynn was a key advisor and played an active role in many decisions. Her special interests included mental health and women's issues.

President and Mrs. Carter continue to work hard for the goals and initiatives that characterized the Carter presidency. After losing the 1980 election, the Carters moved back to Plains and began writing books and charting an active course to continue their work. They have achieved international recognition for their involvement and leadership in international peace, international conflict resolution, human rights, health care, nutrition, education, and low-income housing. The advent of modern communications technology has allowed these efforts to be based both in Plains and at the Carter Center in Atlanta.

GOALS AND OBJECTIVES OF THE PLAN

GOAL: The environmental and cultural integrity of Plains is protected.

OBJECTIVES: Work cooperatively with the town of Plains, the regional planning commission, the state of Georgia, etc.

Recommend an adequate and complementary legislative and administrative framework for a single preservation district and the regulations that govern it.

GOAL: The living nature of the resource is identified and recorded.

OBJECTIVES: Use professionally obtained oral interviews for historical documentation and interpretation.

Complete the special history study for the park.

GOAL: The Carter legacy is preserved through objective presentation

OBJECTIVE: Let the resources of the park – natural, cultural, and human – tell the story.

GOAL: Rosalynn Carter's role as a full and equal partner in the story is emphasized.

OBJECTIVE: Interpret and present Mrs. Carter as an important component in her husband's political career.

GOAL: A complex story is told understandably.

OBJECTIVES: Coordinate interpretive planning with the Carter Center and the park's advisory commission.

Relate story components to extant physical resources.

GOAL: Access to the resources and story (interaction with the resources) is provided for diverse groups.

OBJECTIVES: Develop an interpretive prospectus detailing use of varied and effective media for telling this complex story to diverse audiences.

Conduct a visitor use study or other marketing analysis of visitors.

- GOAL:** A consensus for the park is built through the planning process.
- OBJECTIVE:** Conduct extensive public involvement (newsletters, public meetings, etc.) throughout the planning process.
- GOAL:** Primary and secondary access points to Plains are identified.
- OBJECTIVES:** Identify a central visitor contact point.
- Note primary and secondary points of interest.
- Conduct a visitor use study.
- GOAL:** An adequate data base for use in preserving and interpreting the Carter story and the park's cultural resources is developed.
- OBJECTIVES:** Continue extensive professional oral interviews for historical documentation and interpretation.
- Complete the special history for the park.
- Develop a complete set of base maps for the park.
- Undertake historic structure reports for the park's structures.
- GOAL:** An adequate data base for preserving and interpreting the natural resources of the park is developed.
- OBJECTIVES:** Provide a preliminary inventory of the natural resources.
- Develop natural resource management objectives that support the cultural resource management objectives.

THE ALTERNATIVES

Three alternatives are presented for consideration. The alternatives are based upon visitor experience and interpretation. Under all alternatives, historic structures would be preserved and opened to help visitors better understand the lifestyle of the Carters. However, under alternative 1 the structures would serve mainly as containers for interpretive exhibits, and under alternatives 2 and 3 they would be presented and interpreted as integral parts of the visitors' understanding of the Carters and their daily lives. The Park Service's role in relation to the preservation district would also vary in each alternative.

Alternative 1 presents a very basic premise, i.e., if visitors had only an hour or so to spend in the park, what should that experience be and what would they have time to learn. Under this alternative visitors would see the key structures and artifacts associated with the life and career of Jimmy Carter. They would learn the basic story of his life, campaign, presidency, and the history of Plains through basic media interpretation. This alternative has been named the "information" alternative, subtitled, "learn on your own." Minimal interpretive staff would be available for visitor services. In alternative 1 the preservation district is viewed as a nice adjunct to the historic site; however, except for the presence of NPS-installed wayside exhibits and plaques, interpretation within the district would be up to the community. The Park Service would provide technical assistance for design guidelines and preservation efforts within the community if requested.

Alternative 2 proposes a more traditional approach to visitor experience and interpretation. Under this alternative visitors could spend 3 to 4 hours, and their experiences would be oriented to personal services, meaning that park rangers would be available at the various sites of interest to tell visitors the stories of the Carters and their friends. Visitors would walk through the key structures and see artifacts associated with the life and career of Jimmy Carter. They would learn the basic story of his life, campaign, presidency, and the history of Plains—through guided tours and talks as well as exhibits. This alternative has been named the "interpretation" alternative, subtitled, "we'll tell you." In alternative 2 the preservation district is seen as an important component of the visitor's experience, and interpretation extends throughout the community as well. The Park Service would assist with the development of design guidelines, install wayside exhibits and plaques, and provide guided tours and on-site interpretation. As in alternative 1, additional technical assistance would also be provided as requested.

Alternative 3 is based on the concept that visitors would want to spend several hours in Plains to truly experience the full flavor of a typical, small, rural southern Georgia town that just happened to produce a president of the United States. To further ensure visitors get the full flavor and story of the community and its residents, including a former president, alternative 3 proposes a unique use of interpretive media, primarily oral and videotapes of the Carters and their friends to provide first-hand accounts and insights into the myriad stories available. The structures, artifacts, and stories of Jimmy and Rosalynn Carter, their family and friends, the presidential campaign, the presidency and post-presidency, and the people and environment of Plains would be interpreted. Visitors

would have access (primarily through media) to the people involved in these stories. This alternative has been named "inspiration," subtitled "you are there—the Carters and their friends will share their experiences with you." In alternative 3, the entire community of Plains provides the setting for these exciting and dynamic stories, and through a cooperative effort between the residents and the Park Service, the community actually becomes "the park." The Park Service would, if requested, assist the city in comprehensive planning, develop design guidelines, and provide technical assistance in a variety of areas to residents. Depending on funding, the Park Service might provide funding for restoration and preservation projects. In addition, as in alternative 2, wayside exhibits and plaques would be installed and guided tours would be offered to enhance the interpretive experience.

Current use of the brown metal building behind the high school (the Balley building) for curatorial purposes and artifact storage is temporary. Alternative locations for permanent curatorial storage and work, including the second floor of the high school, are being considered. When an alternative location is identified, the Balley building will be removed or relocated.

The alternatives are summarized on the following pages. It should be noted that the actions for the Carter home and Gnann house would not be implemented until a future time when these properties are transferred to the National Park Service. Also, in October 1991 a private planning consultant will begin preparing a preservation plan for the city of Plains. The Park Service will, under any alternative, work closely with that consultant as well as the town of Plains and the Middle Flint Regional Development Center to ensure that goals and objectives for the park are compatible and consistent.

1. INFORMATION ALTERNATIVE – "LEARN ON YOUR OWN"

Visitors would view the key structures and artifacts associated with the life and career of Jimmy Carter. They would learn the basic story of his life, campaign, presidency, and the history of Plains through basic interpretive media.

Depot Visitors would look in through plexiglas at the partially restored and furnished depot; through message repeaters and wayside (outdoor) exhibits they would learn the basic story of the campaign. The building would be unstaffed.

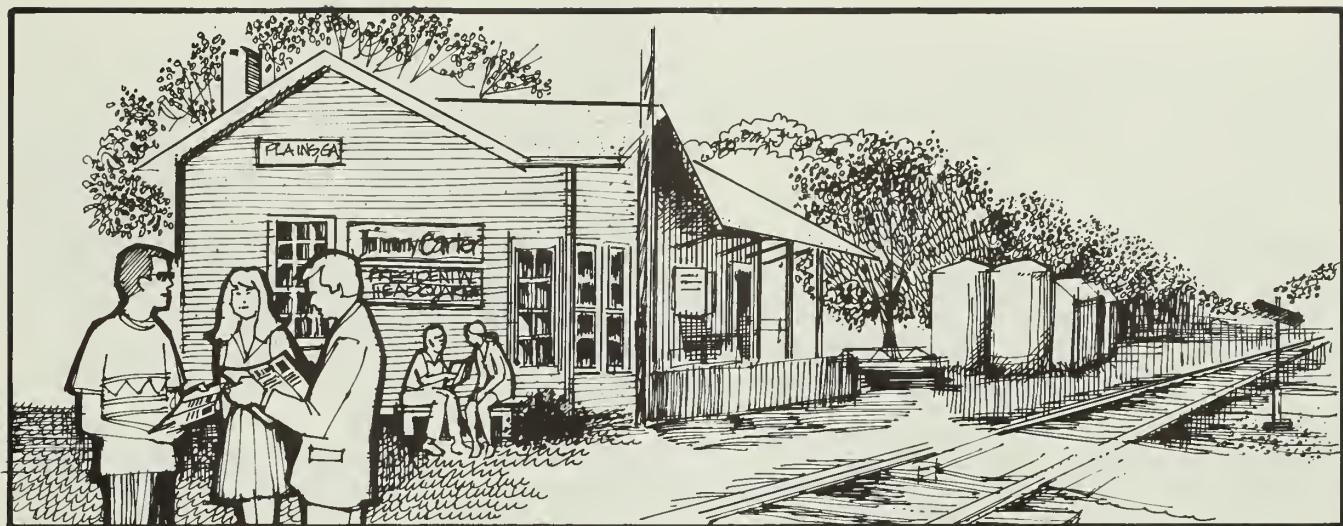
Boyhood Home Visitors would walk through the partially restored and furnished home. Through message repeaters, brochures, and wayside exhibits they would learn the basic story of President Carter's life at the farm. Outbuildings, including the Clark tenant house, would be interpreted by a wayside exhibit, with text and graphic renderings. The building and grounds would be staffed as needed for security. The grounds would be left as they are, except the pecan grove would be actively managed. Time frame for the boyhood home would be 1936.

High School Visitors would find a restored and furnished classroom, office, and auditorium. The basic story of the park would be told in a film in the auditorium. Other rooms would house exhibits, and one classroom would be remodeled for community use. Residents would also use the auditorium for community and cultural events. The building would be staffed.

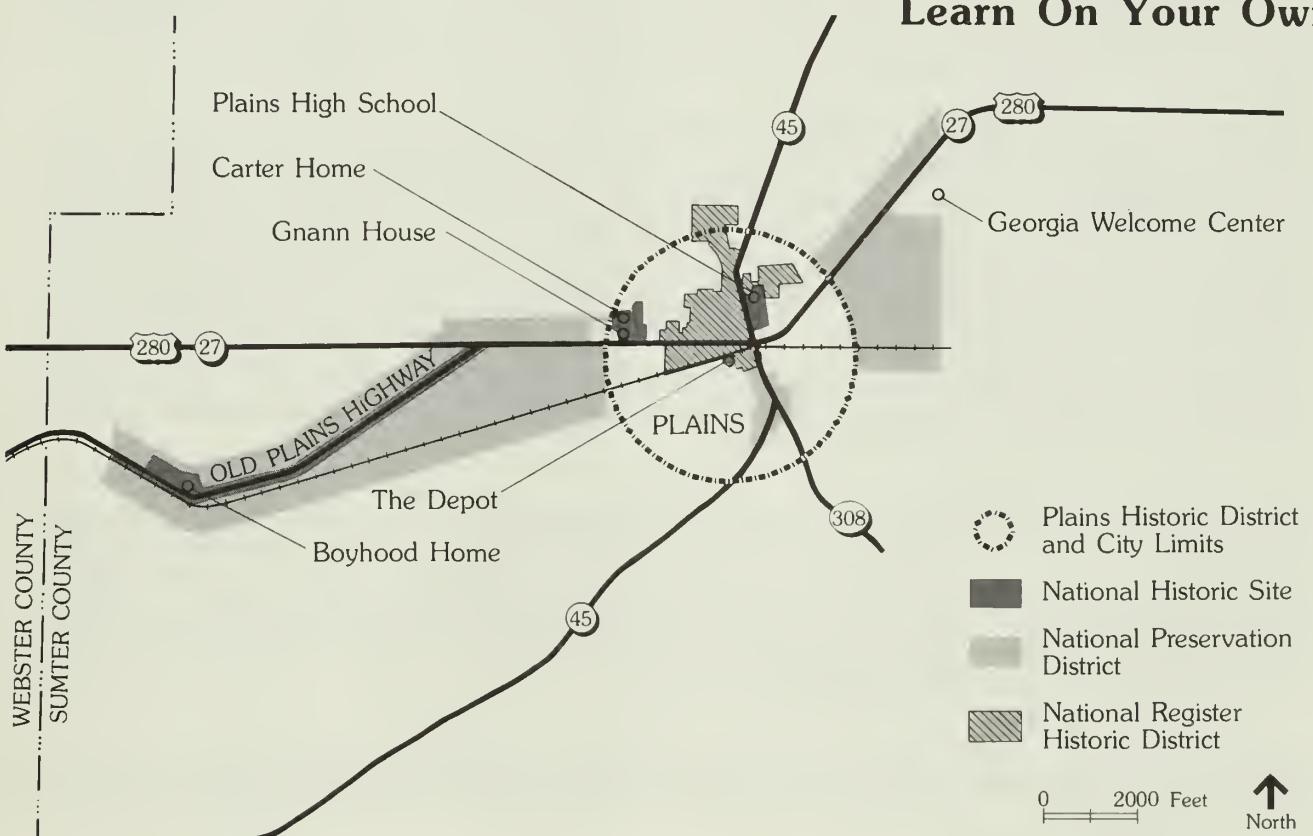
Carter Home/Gnann House Visitors would walk through the furnished home; through tours and exhibits they would learn the story of the Carters in their post-presidency years. The building would be staffed. The Gnann house would be used for administrative purposes. (These actions would not be implemented until these properties are transferred to the National Park Service.)

Welcome Center This would be the primary visitor center. Visitors would stop here for park orientation, interpretation, and services. Exhibits would be updated and rehabilitated.

Preservation District The National Park Service would assist with development of design guidelines. Wayside exhibits and plaques would provide interpretation. NPS technical assistance would be available on request.



Alternative 1 Learn On Your Own



Jimmy Carter
National Historic Site
and Preservation District
U.S. Department of the Interior
National Park Service
330;20004B;DSC;SEPT 91

2. PERSONAL SERVICES INTERPRETATION ALTERNATIVE - "WE'LL TELL YOU"

Visitors would walk through the key structures and view artifacts associated with the life and career of Jimmy Carter. They would learn the basic story of his life, campaign, presidency, and the history of Plains – through guided tours and talks as well as exhibits.

Depot Visitors would tour the restored and furnished depot. Through exhibits, message repeaters, wayside exhibits, and guided tours they would learn the basic story of the campaign. The building would be staffed unless appropriate security measures could be instituted that would protect both the resource and the interpretive exhibits without detracting from the visitor's experience.

Boyhood Home Visitors would tour the restored and furnished home and restored commissary. Existing outbuildings and foundations would be stabilized; the Clark tenant house would be interpreted with message repeaters and wayside exhibits. Visitors would learn the basic story of President Carter's life at the farm through guided tours, living history programs, message repeaters, and wayside exhibits. Fields would be interpreted through living history or leasing, and the pecan grove would be actively managed. The site would be staffed. The time frame for the boyhood home would be 1936.

High School The high school would serve as the primary visitor center. Visitors would find a restored and furnished classroom, office, and auditorium; other rooms would feature exhibits that tell the stories of President Carter's life in Plains, including his political and business careers, education, family, religion, and post-presidency. The basic story of the park would be told in a film in the auditorium. Interpreters would give talks in the auditorium, classroom, and on the grounds. School classes would participate in environmental/heritage education programs. One classroom would be remodeled for community use. Residents would also use the auditorium for community and cultural events. The grounds would be fully restored, including Friendship Garden (plants would be donated), Baby Row, and the ballfields.

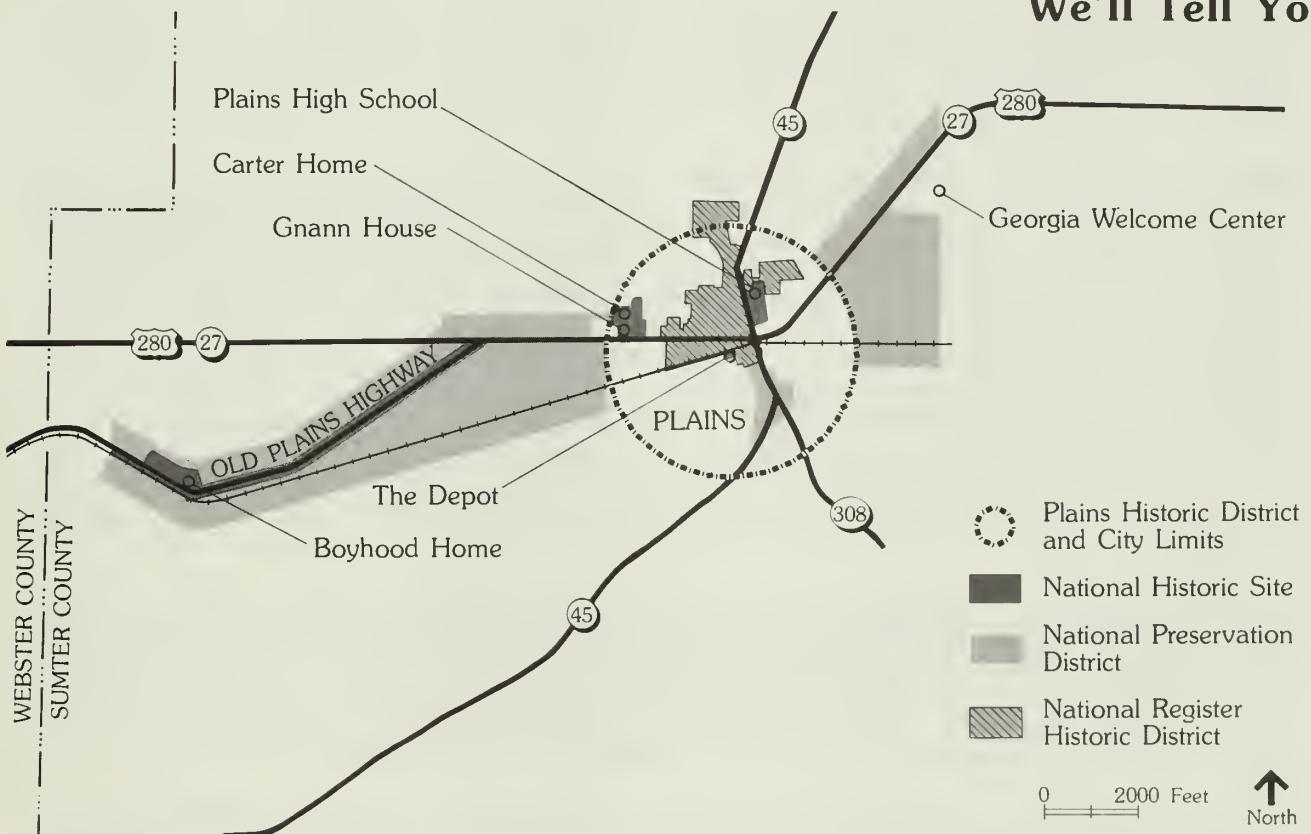
Carter Home/Gnann House Visitors would walk through the furnished home; through tours and exhibits they would learn the story of the Carters in their post-presidency years. The building would be staffed. Part of the Gnann house would be open and staffed, with exhibits of the secret service operation; the rest of the house would be used for administrative purposes. (These actions would not be implemented until these properties are transferred to the National Park Service.)

Welcome Center The center would be operated as at present. Visitors would continue to receive orientation to statewide recreational opportunities. Exhibits would be updated and rehabilitated.

Preservation District The National Park Service would assist with development of design guidelines. Wayside exhibits, plaques, and NPS guided tours would provide interpretation. NPS technical assistance would be available on request.



Alternative 2 We'll Tell You



Jimmy Carter
National Historic Site
and Preservation District
U.S. Department of the Interior
National Park Service
330-20005B-DSC-SEPT 91

3. MEDIA INTERPRETATION ALTERNATIVE - "YOU ARE THERE"

This alternative would preserve and interpret the structures, artifacts, and stories of Jimmy and Rosalynn Carter, their family, the presidential campaign, the presidency, and the post-presidency, and of the people and environment of Plains. Visitors would have access (primarily through media) to the people involved in these stories.

Depot Visitors would tour the restored and furnished depot. Through exhibits and wayside exhibits they would learn the basic story of the campaign, and through videotapes they would experience the excitement of the campaign and meet the people involved. The building would be staffed.

Boyhood Home Visitors would tour the restored and furnished home and stabilized commissary. Through message repeaters, wayside exhibits, and personal contacts, visitors would learn the basic story and hear the anecdotes of President Carter's life at the farm. Outbuildings and foundations would be stabilized. The Clark tenant house would be represented on site, either through locating a historically accurate and similar structure and moving it to the site or, if adequate documentation is available, reconstructing the structure or at least the exterior shell. If these options are not possible, the structure could be "ghosted" in. The Clark house would be interpreted with message repeaters and wayside exhibits. Other key structures could also be ghosted in, the fields would be restored through leasing, and the pecan grove would be actively managed. Parking would be provided away from the home. The time frame for the boyhood home would be 1936.

High School The high school would serve as the primary visitor center. Visitors would find a restored and furnished classroom, office, and auditorium; other rooms would feature exhibits that tell the stories of President Carter's life in Plains, including his political and business careers, education, family, religion, and post-presidency. Interactive videotapes would give visitors access to President and Mrs. Carter's recollections. One room might offer available video programs on the Carters' lives and careers. Two classrooms would host educational programs and provide educational resources for school groups. One classroom would be remodeled for community use. The basic story of the park would be told in a film in the auditorium. Residents would also use the auditorium for community and cultural events. Students would use the educational media to supplement classroom activities. The grounds would be fully restored, including Friendship Garden (plants would be donated), Baby Row, and the ballfields.

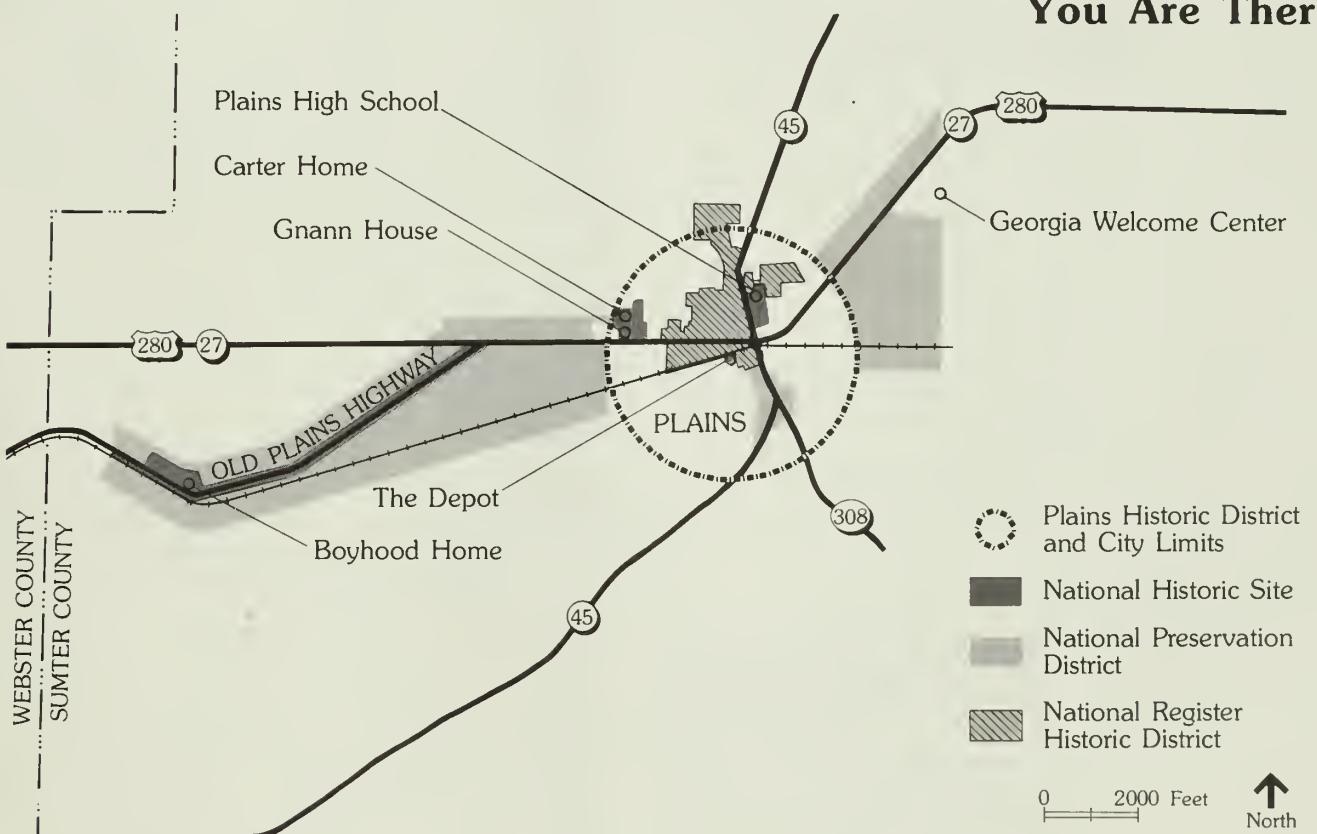
Carter Home/Gnann House Visitors would walk through the furnished home; through tours, video monitors, message repeaters, and exhibits they would learn the story of the Carters in their post-presidency years. The building would be staffed. Part of the Gnann house would be open and staffed, with exhibits of the secret service operation; the rest of the house would be used for administrative purposes. (These actions would not be implemented until these properties are transferred to the National Park Service.)

Welcome Center The center would be operated as at present. Visitors would continue to receive orientation to statewide recreational opportunities. Exhibits would be updated and rehabilitated.

Preservation District The National Park Service would assist with development of design guidelines. Depending on funding, grants and technical assistance would be available to residents. Wayside exhibits, plaques, and guided tours would be offered to enhance the interpretive experience.



Alternative 3 You Are There



Jimmy Carter
National Historic Site
and Preservation District
U.S. Department of the Interior
National Park Service

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The following cultural landscape map of the Plains High School site is included to show what areas are important to preserve so that the high school and key elements of its landscape can be returned to the time when the Carters were in school. The three site plan options for the high school take these areas into account and suggest options for providing parking and visitor access. Any of the options would work with any of the three alternatives just described; the options are presented to show that initial parking needs as well as future parking requirements could be accommodated and that there are different ways to accomplish the visitor site arrival experience and interface with the historic resources. Because a cultural landscape report has not yet been done for the boyhood home site, only a site development concept is included to show some basic ideas about how the site could be developed for visitor use. More detailed site development plans will be done in the future after the information from a cultural landscape report has been analyzed.

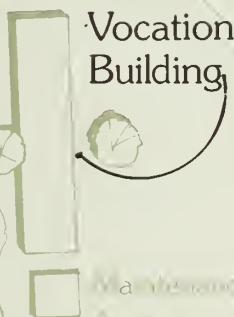
Also, a suggested tour route for the town of Plains has been included to help the reader get an idea of how visitors might see Plains via a shuttle system.



Residence



Lawn Area



Vocational Agricultural
Building

Maintenance
Area



Landscape Preservation
Areas



Existing Parking Area
Approximately 15 cars

Hospital Street

Baby R.
Garder



Classroom



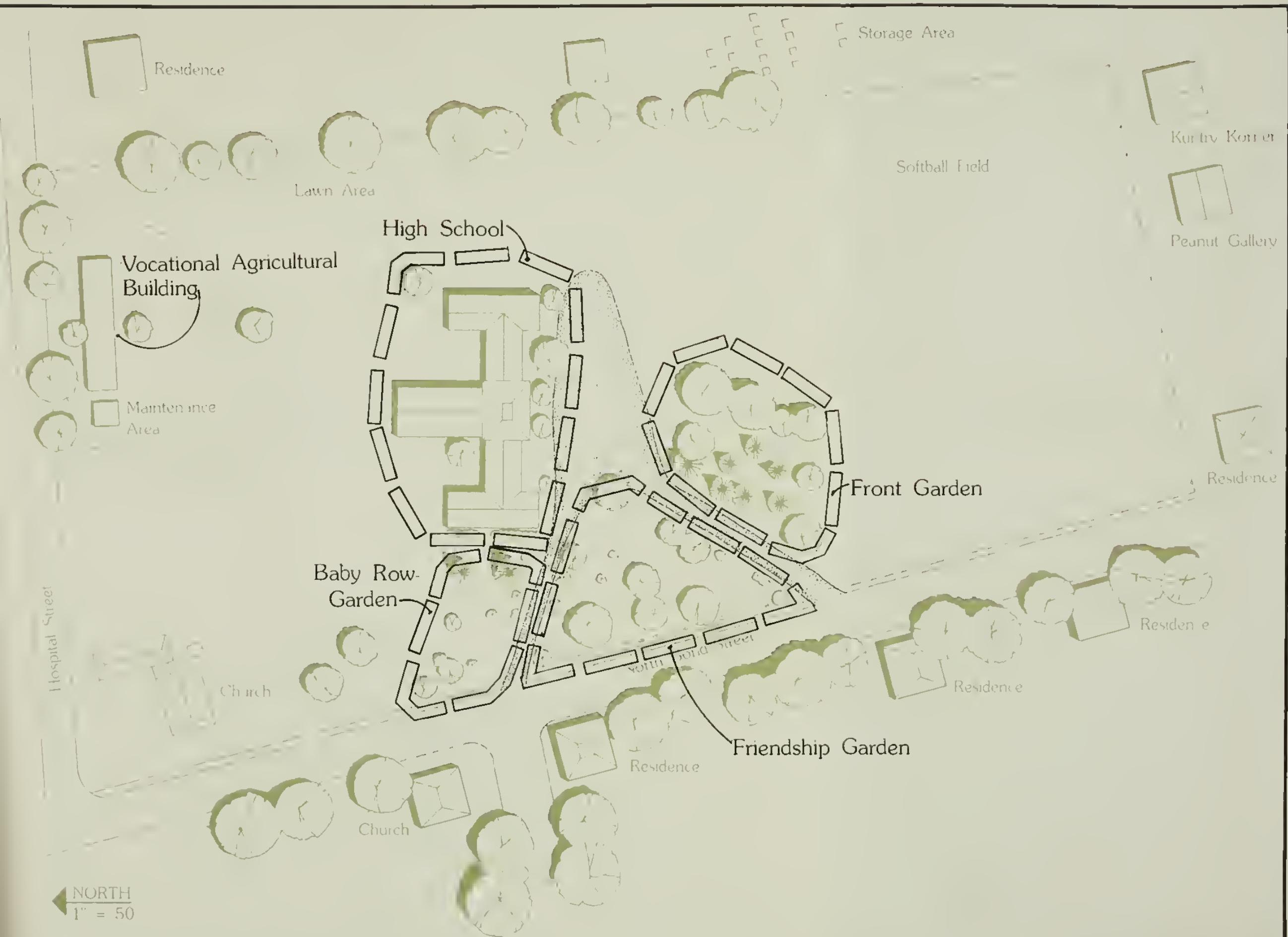
Classroom

Plains High School Cultural Landscape

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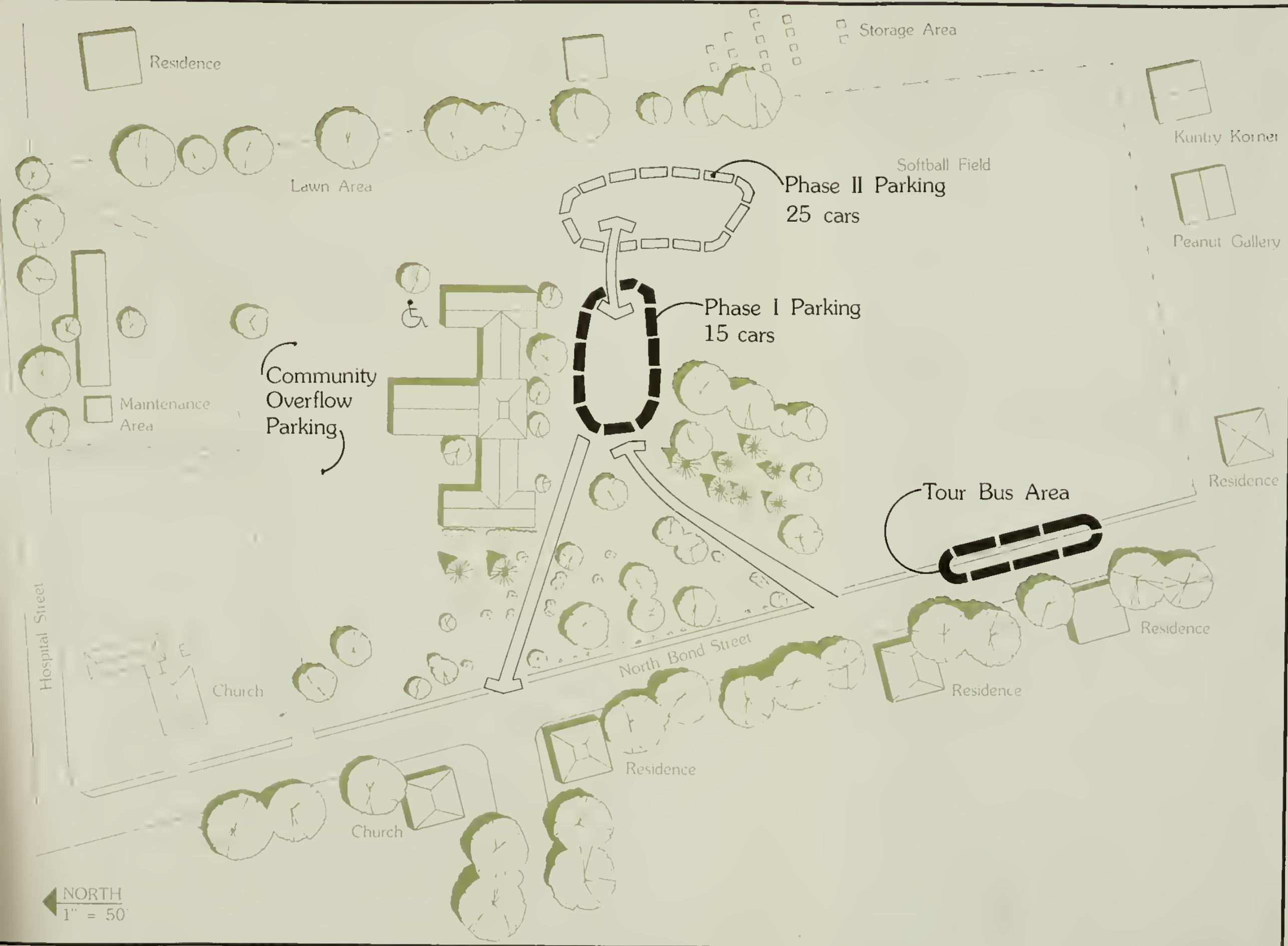
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1" = 50'



**Plains High School
Cultural Landscape**
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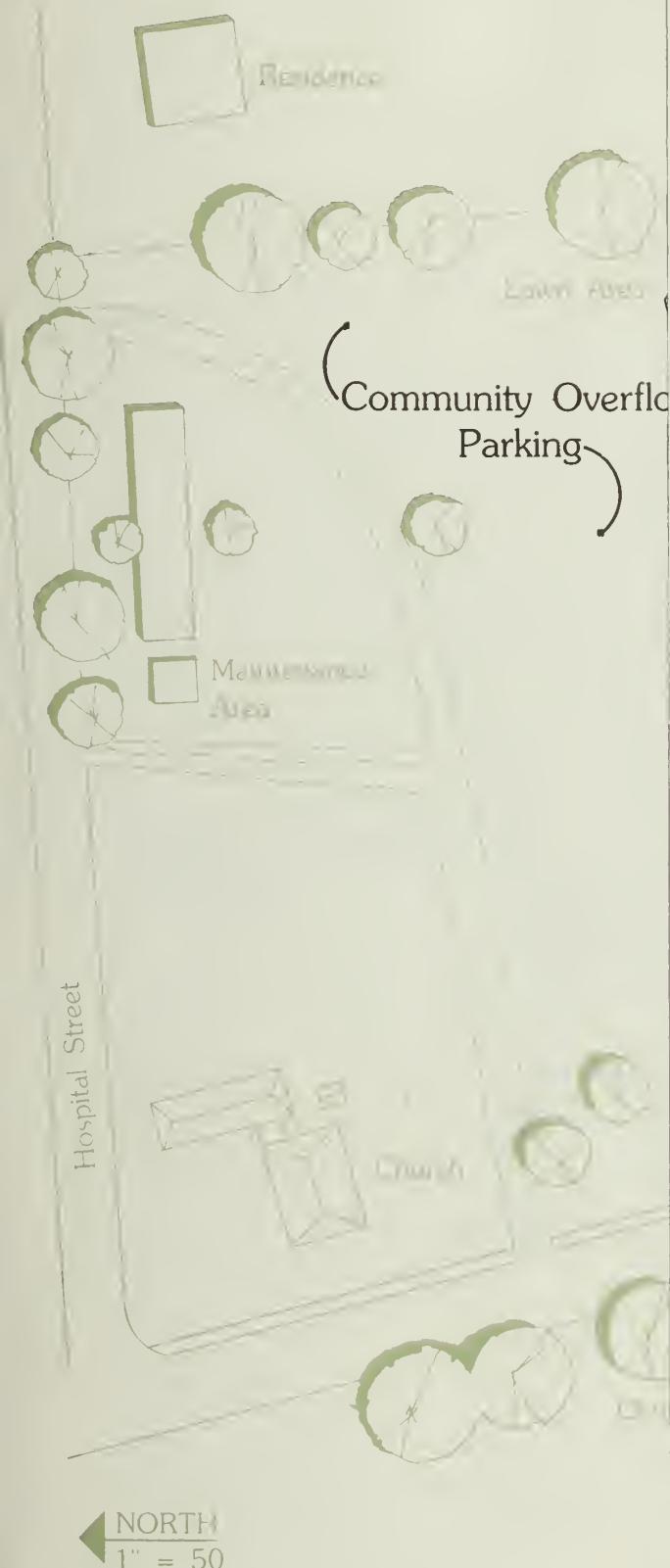
**Plains High School
Site Development
Option 1**
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Plains High School Site Development Option 1

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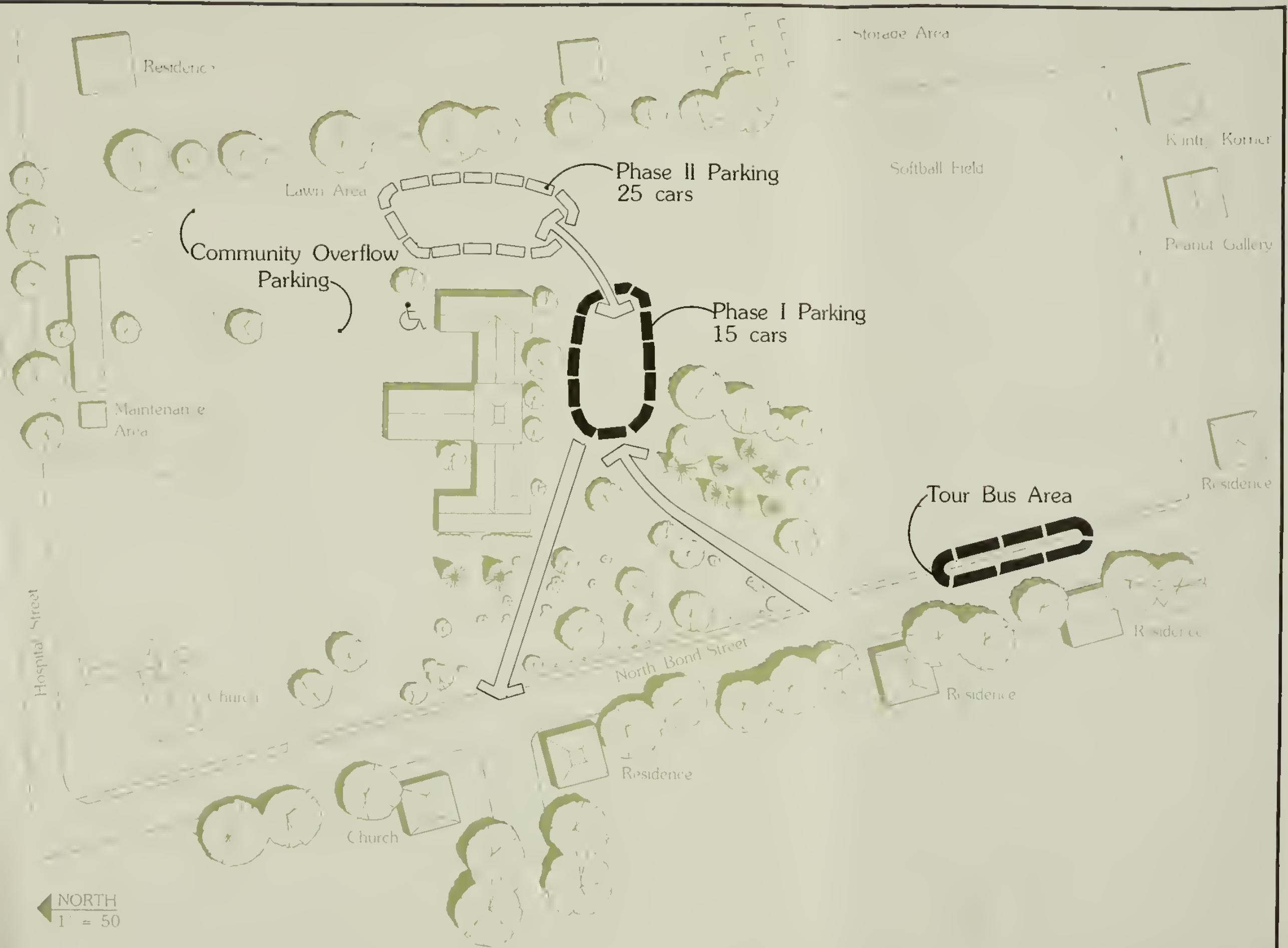
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Plains High School Site Development Option 2

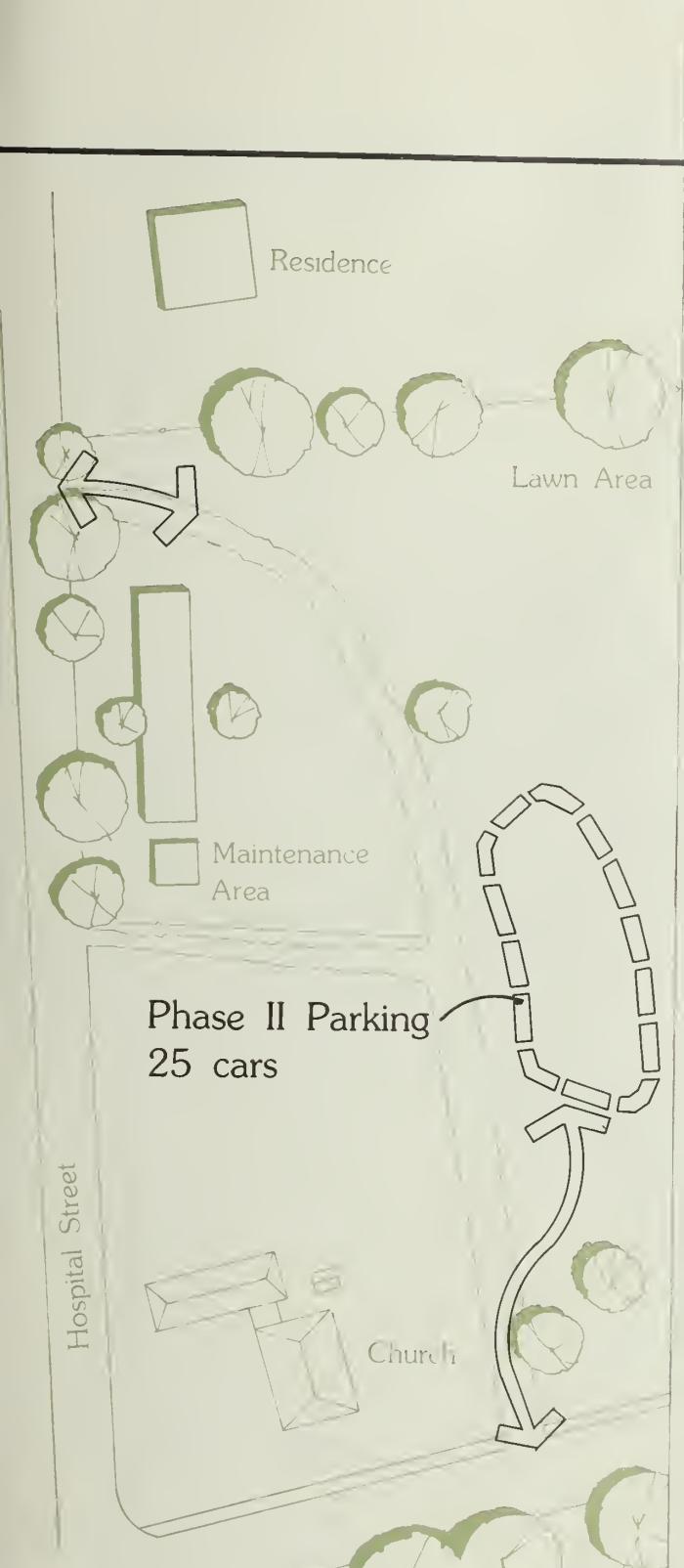
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**Plains High School
Site Development
Option 2**

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Plains High School Site Development Option 3

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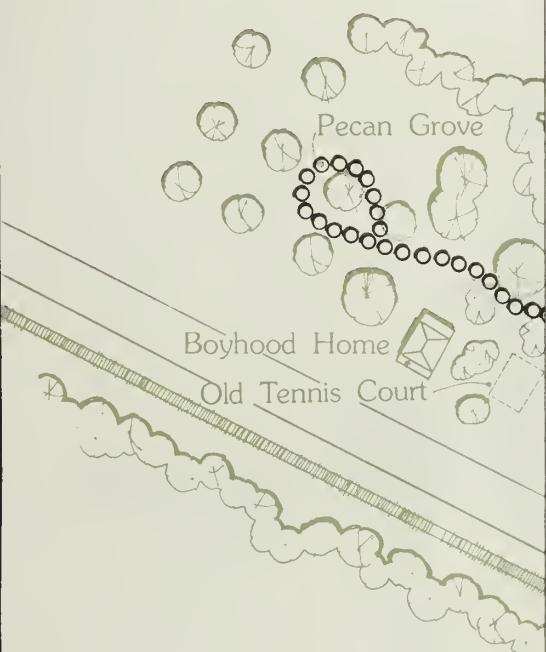
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NORTH
1" = 50'



Plains High School Site Development Option 3

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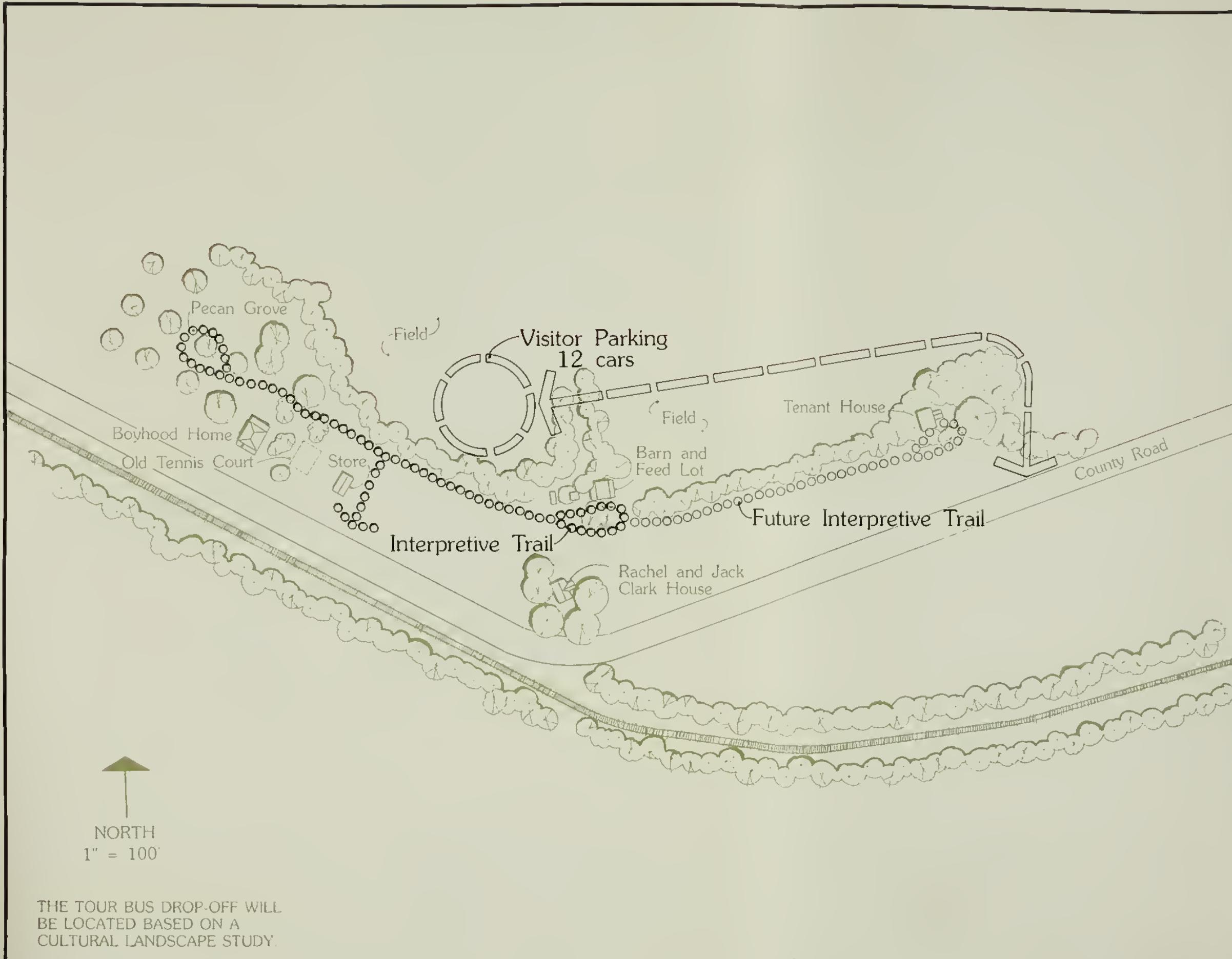


Boyhood Home Site Development Concept

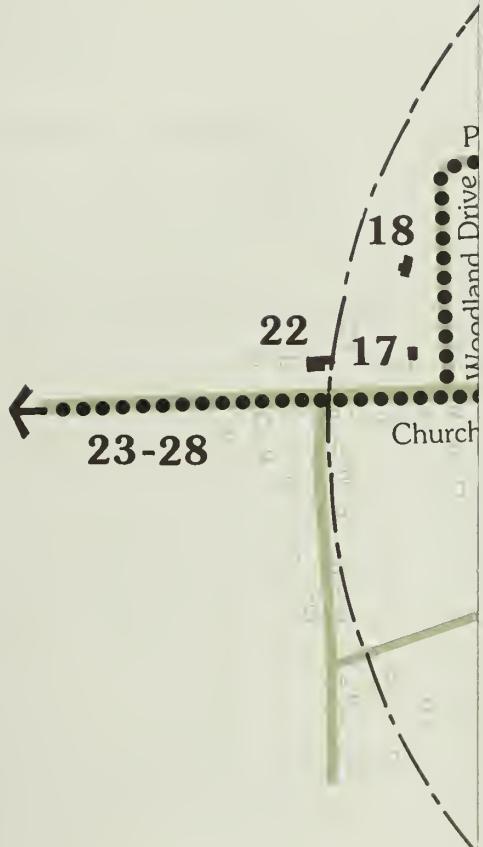
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THE TOUR BUS DROP-OFF WILL
BE LOCATED BASED ON A
CULTURAL LANDSCAPE STUDY



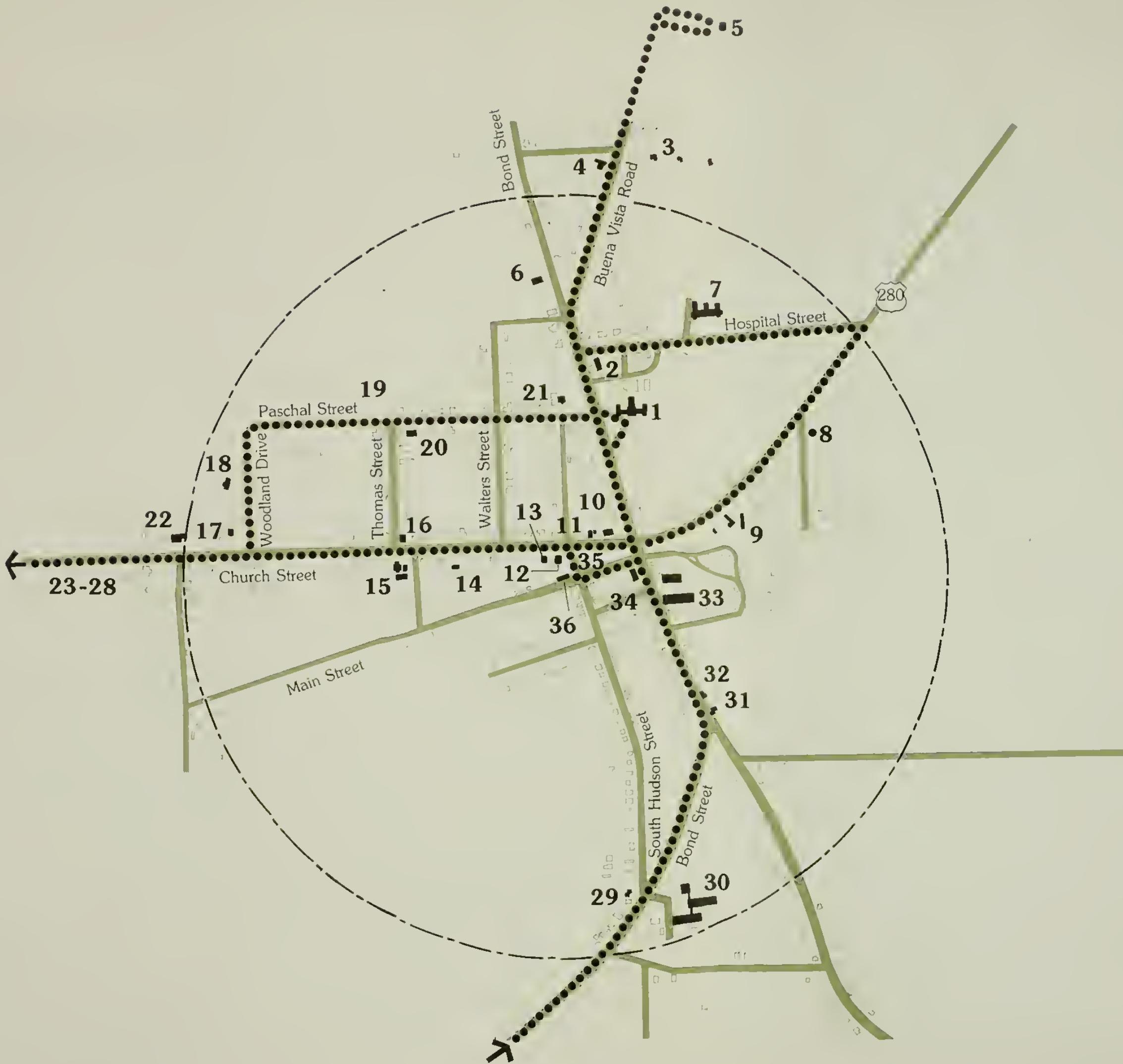
Boyhood Home Site Development Concept
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- 1 Visitor Center/Plains High School
- 2 St. Andrew's Lutheran Church
- 3 Sharecroppers' Houses
- 4 Wise House
- 5 Maranatha Baptist Church
- 6 Billy Carter's House # 1
- 7 Wise Hospital
- 8 T.V. City
- 9 Williams Peanut Plant and Warehouse
- 10 Hudson House
- 11 Billy Carter Service Station
- 12 Town Hall
- 13 City Park – Restroom – Polling Station
- 14 Earl Carter Home/Jimmy Carter's Offices
- 15 First United Methodist Church
- 16 Murray Smith House
- 17 Gann House
- 18 President and Mrs. Carter's Residence
- 19 Carter Ballfield
- 20 9A/9B Public Housing
- 21 Plains Baptist Church
- 22 Billy Carter's House #2
- 23 Stewart House
- 24 Lebanon Cemetery
- 25 Boyhood Home
- 26 Archery Town Site/
Johnson Home Industrial College Site
- 27 Pond House
- 28 Gloria Carter Spann's House
- 29 Habitat for Humanity
- 30 Westside Elementary School
- 31 Miss Allie Smith's House
- 32 Jimmy Carter's House
- 33 Jimmy Carter Peanut Plant
and Warehouse
- 34 Jimmy Carter Warehouse
- 35 Downtown Plains
- 36 Depot

**Potential Tour Route
Jimmy Carter
National Historic Site
and Preservation District**

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- 1 Visitor Center/Plains High School
- 2 St. Andrew's Lutheran Church
- 3 Sharecroppers' Houses
- 4 Wise House
- 5 Maranatha Baptist Church
- 6 Billy Carter's House # 1
- 7 Wise Hospital
- 8 T.V. City
- 9 Williams Peanut Plant and Warehouse
- 10 Hudson House
- 11 Billy Carter Service Station
- 12 Town Hall
- 13 City Park—Restroom—Polling Station
- 14 Earl Carter Home/Jimmy Carter's Offices
- 15 First United Methodist Church
- 16 Murray Smith House
- 17 Gann House
- 18 President and Mrs. Carter's Residence
- 19 Carter Ballfield
- 20 9A/9B Public Housing
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COMMENTS

Please help the National Park Service in preparing the plan by answering the following questions and either mail them in or bring them to one of the public meetings in Plains on October 17th at 7:00 p.m. or October 18th at 10:00 a.m. Both meetings will be at the Plains Experiment Station.

1. Which alternative do you prefer (circle one)? 1 2 3 Why did you choose that alternative? _____

2. Do you think some of the elements of the alternatives should be blended? If so, which ones? _____

3. What techniques should be used to preserve the principal structures of the historic site? _____

4. How long do you think visitors will stay in Plains? _____

5. What is the best medium to tell the story of Plains to visitors? _____

6. What techniques should the Park Service use to ensure that the landscapes and buildings are not spoiled by modern intrusions? _____

7. Will visitors want to visit all four of the resources of the historic site? If not, which do you think they will want to visit? _____

8. Will visitors want a shuttle/van tour, or will they want to drive their own cars? _____

Optional

Name: _____

Address: _____

City, State, and Zip Code: _____

(fold here)



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DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
DENVER SERVICE CENTER - DSC-TEA
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As the nation's principal conservation agency, the Department of the Interior has responsibility for most of our nationally owned public lands and natural and cultural resources. This includes fostering wise use of our land and water resources, protecting our fish and wildlife, preserving the environmental and cultural values of our national parks and historical places, and providing for the enjoyment of life through outdoor recreation. The department assesses our energy and mineral resources and works to ensure that their development is in the best interests of all our people. The department also promotes the goals of the Take Pride in America campaign by encouraging stewardship and citizen responsibility for the public lands and promoting citizen participation in their care. The department also has a major responsibility for American Indian reservation communities and for people who live in island territories under U.S. administration.

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